DOCUMENT RESUME

ED 381 349 SE 056 044

TITLE	EAGLE: Earth Action Guardian Leadership Experiences.
INSTITUTION	Indiana State Dept. of Education, Indianapolis. Center for School Improvement and Performance.
PUB DATE	[94]
NOTE	65p.
PUB TYPE	Reports - Descriptive (141) -- Reference Materials - Directories/Catalogs (132)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Class Activities; *Conservation (Environment); Educational Resources; Elementary Education; Elementary Schools; Environmental Education; Group Activities; High Schools; Middle Schools; *Program Descriptions; *Program Development; School Activities; *Student Projects
IDENTIFIERS	*Environmental Education Programs; *Indiana State Department of Education

ABSTRACT

This publication shares ideas, exemplary programs, resources, and schools involved in the 1993-1994 EARTH FOREVER program sponsored by the Indiana Department of Education. Educators and students are challenged to plan activities and develop similar Earth Action Guardian Leadership Experiences (EAGLE) programs. Sixteen elementary, middle, and high school programs are profiled. Twenty-three projects are suggested for schools that are developing programs. Twenty-eight organizations that produce environmental education materials are listed. Sierra Club Resources including slide shows, videocassettes (VHS), filmstrips, and films are provided in a separate annotated bibliography. A list of Amos W. Butler Audubon Society resources includes 12 videotapes, and video reservation information. The publication also contains a list of program sponsors, the "EAGLE Pledge," and several inspirational poems. (LZ)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED 381 349

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

JOE E. WRIGHT

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

EAGLE

BEST COPY AVAILABLE

Permission to use the cover of the EAGLE program for profit making activities must be approved by:

Indiana Department of Education
Division of Publications
Room 229, State House
Indianapolis, IN 46204-2798
Telephone: 317-232-0530

EAGLE

GUARDIAN

ACTION EARTH LEADERSHIP

EXPERIENCES

OFFICE OF PROGRAM DEVELOPMENT
CENTER for SCHOOL IMPROVEMENT and PERFORMANCE
INDIANA DEPARTMENT OF EDUCATION

EAGLE

EARTH ACTION GUARDIAN LEADERSHIP EXPERIENCES

The Indiana Department of Education has sponsored Earth action programs for five years. These programs encouraged K-12 educators and students in Indiana's public and non-public schools to design environmental curricular activities which focused on environmental issues, concerns, and problems.

EARTH FOREVER 1993-1994 *provided opportunities for educators, and students, to focus on Spaceship Earth, and its finite resources: air, water, soil, minerals, plants, forests, energy, and wildlife. This program continued to launch new efforts to provide students with decision-making and problem-solving skills as they managed Earth's life support systems.*

The EARTH FOREVER *program provided Indiana students with opportunities to work together in a small group, as a class, or in an all-school effort. The results were amazing. Several programs are featured in this publication. Take time to read about their accomplishments. Hopefully, their activities will inspire you and your students to get involved in similar programs.*

To continue this outstanding effort, the Department has designed Earth Action Guardian Leadership Experiences, (EAGLE). This publication shares ideas, exemplary programs, resources, and schools involved in the 1993-1994 program. EAGLE challenges educators and students to plan activities which will help make Earth a better place to live for this and future generations. EAGLE challenges each participant in this program to become EARTH GUARDIANS. *Please join this state effort to help insure a livable and quality environment for present and future generations on planet* EARTH.

TABLE of CONTENTS

	Page Number(s)
Earth Guardian Challenge	2
1994 School Participants	3-6
Exemplary Programs	7-39
Suggestions for Student Action	40-42
Eagle Resources	43-44
Sierra Club Resources	45-49
Amos W. Butler Audubon Resources	50-51
Sponsors	52
Take Pride In Indiana	53
Eagle Pledge	54
Poems to Challenge Students	55-58

EARTH GUARDIANS

Please join this state effort to help protect and manage Indiana's precious natural resources. When you become an **EARTH GUARDIAN**, you will take care of your body by eating proper foods, by exercising, and by not smoking. You will help the **Earth** by recycling, by not littering, by planting trees, by watching over our streams and water resources, by providing habitats for wildlife, by conserving energy resources, and by helping prevent soil erosion. This is just a beginning. There are many actions you can take to help guard the **Earth**, so that our homes will be good homes for people, wild animals, and plants both today and in the future.

Treat the **Earth** gently. Walk softly on the **Earth** and leave only footprints, not scars. Leave future children and wild animals clean air to breathe, safe water to drink and enjoy, wilderness areas to explore and discover, wild flowers to see and smell, habitats for the eagle and cougar, wild rivers to see and experience, and an Earth fit for life and fit for living.

***** EAGLE *****

Soaring through the endless blue,
I see an eagle flying true.

Watching the Earth through wisest eyes,
I feel something special deep inside.

Your true meaning is revealed, I see
You are my brother flying above me.

What have we done to our treasured home?
We have killed her off, she's almost gone.

But as long as I see you above the land,
I know Earth's guardians are Eagle and man.

Christine Morris
Seventh Grader

****

This poem and publication is dedicated to **wild eagles** and **the earth**. Native Americans believed that eagles carried special power and strength. They believed the eagle was their brother. Christine hopes you will find a special place in your heart for eagles. More importantly, she hopes you will become an **EAGLE** participant and help protect, manage and value the natural environment. She believes you can make a significant difference. Remember, you are part of the earth and the earth is part of you.

PARTICIPANTS 1994

Webster Elementary School
1101 S. Michigan Street
Plymouth, IN 46563
Contact: Jim Keister
Lynn Ramsbey

Woodrow Wilson Middle School
301 S. 25th Street
Terre Haute, IN 47803
Contact: Dennis Skeleton

River Valley Middle School
2220 Charlestown NA Pike
Jeffersonville, IN 47130
Contact: Linda Bentley

Fremont High School
Environmental Club
P. O. Box 655
Fremont, IN 46737
Contact: John Lundy
Greta Lanier
(Student)

Parkwood Elementary School
748 Spicewood Drive
Clarksville, IN 47129
Contact: Sonia Gardner

East Side Elementary School
810 E. Main Street
Edinburg, IN 46124
Contact: Ellen Brand

Oaklandon Elementary School
6702 Oaklandon Road
Indianapolis, IN 46236
Contact: Debbie Clark

Liberty Elementary School
809 W. Talmer Avenue
North Judson, IN 46366
Contact: Nancy Grubbs

Sutton Elementary School
3100 E. Memorial Drive
Muncie, IN 47302
Contact: Zach Rozelle

Hobart High School
36 E. 8th Street
Hobart, IN 46342
Contact: Art Henderlong

Mohawk Trails Elementary School
4242 E. 136th Street
Carmel, IN 46033
Contact: Scott Raftery

Lake Station Community Schools
Project SOAR
Lake Station, IN 46405
Contact: Penny Etter

Croninger Elementary School
6700 Trier Road
Fort Wayne, IN 46385
Contact: Linda Lucenta
(PTA)

Heth Washington Elementary School
2450 Heth Washington Road
Central, IN 47110
Contact: Scott Mitchell

Northeastern Elementary School
534 W. Wallace Road
Fountain City, IN 47341
Contact: Kay Towley

Hums Elementary School
3208 Harrison Road
Mishawaka, IN 46544
Contact: Janet Hoke

Northaven Elementary School
1907 Oak Ridge Drive
Jeffersonville, IN 47130
Contact: Kaye Gutman

Storer School
3211 W. Mansfield Drive
Muncie, IN 47304
Contact: Carolann Mikesell
Charles Osborne

Loogootee Elementary/Middle School East
510 Church Street
Loogootee, IN 47550
Contact: Diane Jahn
Regina Winiger

Charlestown Middle School
8804 High Jackson Road
Charlestown, IN 47111
Contact: Laura Myers

Handley Elementary School
408 W. 10th Street
LaPorte, IN 46350
Contact: Steve Bayer

Riverview Middle School and **Horace Mann Elementary School**
2465 Waterworks Road
Huntington, IN 46750
Contact: Vicki Giordano
Pat Havenstein

St. Joseph School
432 Joliet Street
Dyer, IN 46311
Contact: Kim Fentress

Angola Middle School
574 E. US Street at 20
Angola, IN 46703
Contact: Paul Beckwith

Riverside Elementary Schools
17 Laurel Drive
Jeffersonville, IN 47130
Contact: Arlys Johnson
Lisa Crawford

Warren School
2901 100th Street
Highland, IN 46322
Contact: Mrs. Anne Marie Fitzwater

Purdue University Cooperative Extension Service-Clark County
9608 Highway 62, Suite 1
Charlestown, IN 47111
Contact: Leanne McGiveron
Jody Schindler

North Side Elementary
302 Harding St.
Kendallville, IN 46755
Contact: Mrs. Pam Lord

Hebron Elementary School
4400 Bellemeade Avenue
Evansville, IN 47715
Contact: Judith Moore
Vicki Tichenor
Sandy Bearman

Rhoades Elementary School
502 S. Auburn
Indianapolis, IN 46241
Contact: Rosemary Thomas

Franke Park Elementary School
828 Mildred Ave.
Ft. Wayne, IN 46808
Contact: Charlotte Trenary
Jim Stoltz

Kendallville Central Middle School
Diamond and Riley Streets
Kendallville, IN 46755
Contact: Tony Blomeke
Pat Combs

Tippecanoe Valley School Corp.
P.O. Box 8
Burket, IN 46508
Contact: Jodi Montel

Lester B. Sommer Elementary School
3700 136th West
Crawfordsville, IN 47933
Contact: Maribeth Stenger

Washington-Carver Elementary School
1000 E. Washington St.
Muncie, IN 47305
Contact: Sara Jarvis
Pat Bottorff

Delta High School
3400 E. St. Rd 28
Muncie, IN 47303
Contact: Royce Costin
Matt Lyons

Clark Middle School
500 Buntin
Vincennes, IN 47591
Contact: Jane Holland

St. Edward School
210 S. Nichols St.
Lowell, IN 46356
Contact: Jo Cade

New Washington Elementary School
P.O. Box 130
New Washington, IN 47162
Contact: Beverly Linck

Homer Iddings Elementary School
7249 Van Buren St.
Merrillville, IN 46410
Contact: Mrs. Carol Shaver

William F. Loper Elementary
901 Loper Drive
Shelbyville, IN 46176
Contact: Jon Orem
Jennie Reynolds

Lincoln Elementary
203 N. Lincoln St.
Warsaw, IN 46580
Contact: Marcia Randolph

Johnston Elementary
8220 5th Street
Highland, IN 46322
Contact: Mrs. Ellen Arnold

Perry Central Elementary
Old Highway 37
Leopold, IN 47551
Contact: Francie Wagner

Westwood Elementary School
1015 S. Greensboro Pike
New Castle, IN 47362
Contact: Taylor Newby
Williams Upchurch

Maple Park Elementary School
113 Jackson
Huntingburg, IN 47542
Contact: Butke, Townsend, and Potter

Liberty Elementary School
50 - 1 W 900 N
Chesterton, IN 46304
Contact: Richard E. Piechnik

Orleans Elementary School
637 E. Washington Street
Orleans, IN 47452
Contact: Laura Carroll

West Side High School
9th Avenue and Gerry Street
Gary, IN 46402
Contact: Shirley S. Moorehead

Rockcreek Elementary Outdoor Lab
13000 E. 200 S
Columbus, IN 47201
Contact: Vera Brown

Taylorsville Elementary
P.O. Box 277
Taylorsville, IN 47280
Contact: Betty Black
Brenda Christophel

Battell Elementary
715 E. Broadway
Mishawaka, IN 46545
Contact: Mrs. Speicher

James Cole Elementary
6418 E. 900 S.
Lafayette, IN 47905
Contact: Kelly Freels

Notre Dame School
1000 Moore Rd.
Michigan City, IN 46360
Contact: Rosemary Braun

Our Lady of Grace School
3025 Highway Avenue
Highland, IN 46322
Contact: Sister Patricia Ann

Elliott Elementary School
8718 White Oak Avenue
Munster, IN 46321
Contact: Mrs. Bella Webb

Rose Hamilton Elementary School
1281 S. Round Barn Road
Centerville, IN 47374
Contact: Marge Benner
Lis Gaddis

1994

EXEMPLARY PROGRAMS

Webster Elementary School
1101 S. Michigan Street
Plymouth, IN 46563
Contact: Jim Keister and Lynn Ramsbey

Description: Webster Elementary School celebrates Earth Day every day of the year. All grade levels have developed their own curriculum to make students aware and knowledgeable about the importance of protecting the environment for present and future generations.

1. Webster's Student Council sponsored a poster and essay contest for all grade levels.

2. The Fifth Grade Choir presented an environmental program for the entire school from Webster's wild bird observation deck.

3. Third graders designed, funded and established a butterfly garden for the school. They gathered seeds in the fall to plant during spring. They also researched the type of flowers that would grow in their garden.

4. Webster school sponsored a "Family Outdoor Lab Improvement Day." Parents and their children purchased and planted trees and shrubs in the outdoor classroom. Students exhibited art work which focused on trees and the environment.

5. Parents purchased trees, shrubs and grasses for a bird sanctuary. The Webster Outdoor Lab Committee designed and constructed a wild bird observation deck. A local nursery (Price) provided assistance and resources.

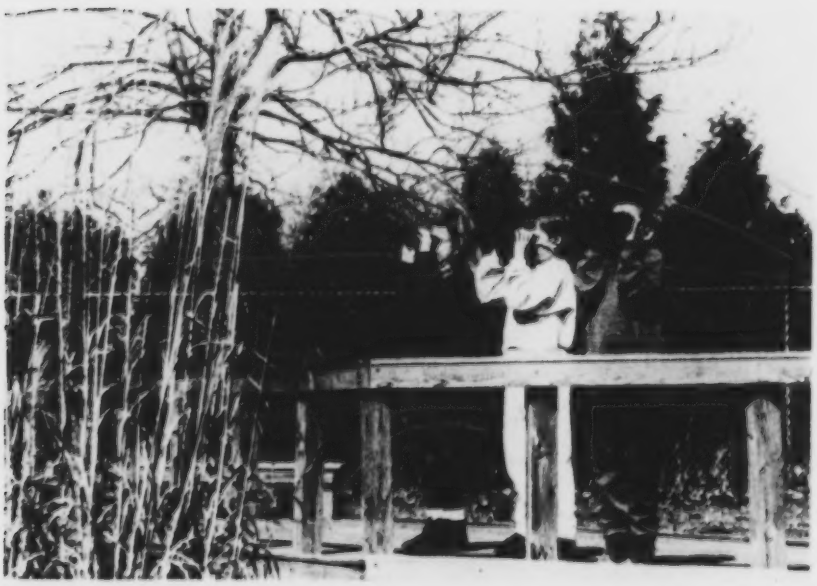
6. Students and faculty joined forces with the Marshall County Solid Waste Committee to begin a recycling program for Webster school. Cans were collected, recycled and the money earned was donated to Riley's Children Hospital.

7. Fifth grade students sponsored a used clothing drive, "Rags to Rainforests," with proceeds going to the rainforest program.

8. Students planted pine tree seedlings to create a windbreak for the school and to prevent soil erosion.

9. First graders collected Monarch caterpillars found on milkweed plants. They placed them in jars and observed the life cycle of the Monarch from the caterpillar to the chrysalis stage and finally to adult butterflies. They were released in the Webster Butterfly Garden.

Webster's students and staff planted a tree on Arbor day.



Webster's students observed wild birds from sanctuary deck.

BEST COPY AVAILABLE

Oaklandon Elementary School
6702 Oaklandon Road
Indianapolis, IN 46236
Contact: Debbie Clark

Description: Oaklandon Elementary School students and staff participated in a variety of interdisciplinary environmental education activities throughout the school year. All grade levels were involved in the program.

1. Students collected money and adopted an Orca Whale named "Granny" from the Whale Museum and Earth Island Institute.

2. Students collected plastic milk jugs, pop bottles, and created "Trashasaurus." During this project, students learned about dinosaurs and recycling.

3. Students planted herbs, vegetables, peanuts, and wildflowers in the school garden.

4. Students started an earthworm farm and learned their importance in helping make soil.

5. Students observed the hatching of butterflies, toads, Praying Mantises and duck eggs.

6. The Oaklandon Parent Faculty Organization, students, and staff created and completed a nature center for use year round.

7. Chapter One students made bread and peanut butter ornaments to feed wild birds in the nature center.

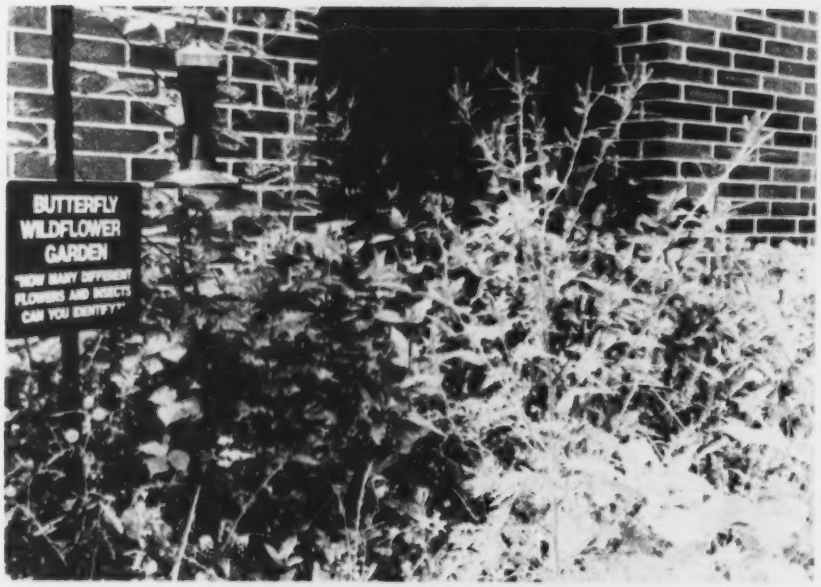
8. Students participated in activities about endangered species. The students adopted and now care for a pet green Iguana.

9. Students searched their pond for tadpoles, observed butterflies in a butterfly garden, observed baby birds learning to fly and charted the progress of a mother duck hatching her eggs.

10. Staff and students have planned a dinosaur study area complete with a dinosaur egg, nest, and dinosaur footprints.

11. The enrichment classes collected pennies for the planet. The money collected will fund the planting of 270 trees in the rainforest. Students in the rainforest area will plant the trees and become pen pals for Oaklandon students.

12. All third grade students received Tulip Poplar trees and planted them on Arbor Day. The students and staff are currently awaiting the arrival of a Sycamore tree that has been in space aboard a NASA shuttle.



Students and staff created this lovely butterfly garden.

Students created trashasaurus from recyclable materials.

Woodrow Wilson Middle School
301 South 25th Street
Terre Haute, IN 47803
Contact: Dennis Skelton

Description: The Woodrow Wilson staff formed an interdisciplinary committee of teachers to design a program for Earth Forever. The committee's plan included strategies for integrating Earth Forever with the curriculum. The program focused on the acronym E.A.R.T.H. Activities centered around five themes:

a. E-Environmental Awareness
b. A-Animals and Their Habitats
c. R-Retreat to Nature
d. T-Trash Reduction
e. H-Honor the Earth

1. Students tested the pH of Terre Haute rainwater to demonstrate its effects on groundwater.

2. Students conducted an environmental home survey to determine how much money could be saved by using energy-saving devices. They calculated how much money and energy could be saved by installing energy efficient light bulbs.

3. Students designed and built solar cars which were entered into state competition.

4. Choir students were encouraged to enter an Earth Lyrics Contest. Students selected a melody from a song they knew and wrote original words. Prizes were awarded to the best lyrics. Over 120 students participated. A booklet containing the top thirty entries was published by the Central Office.

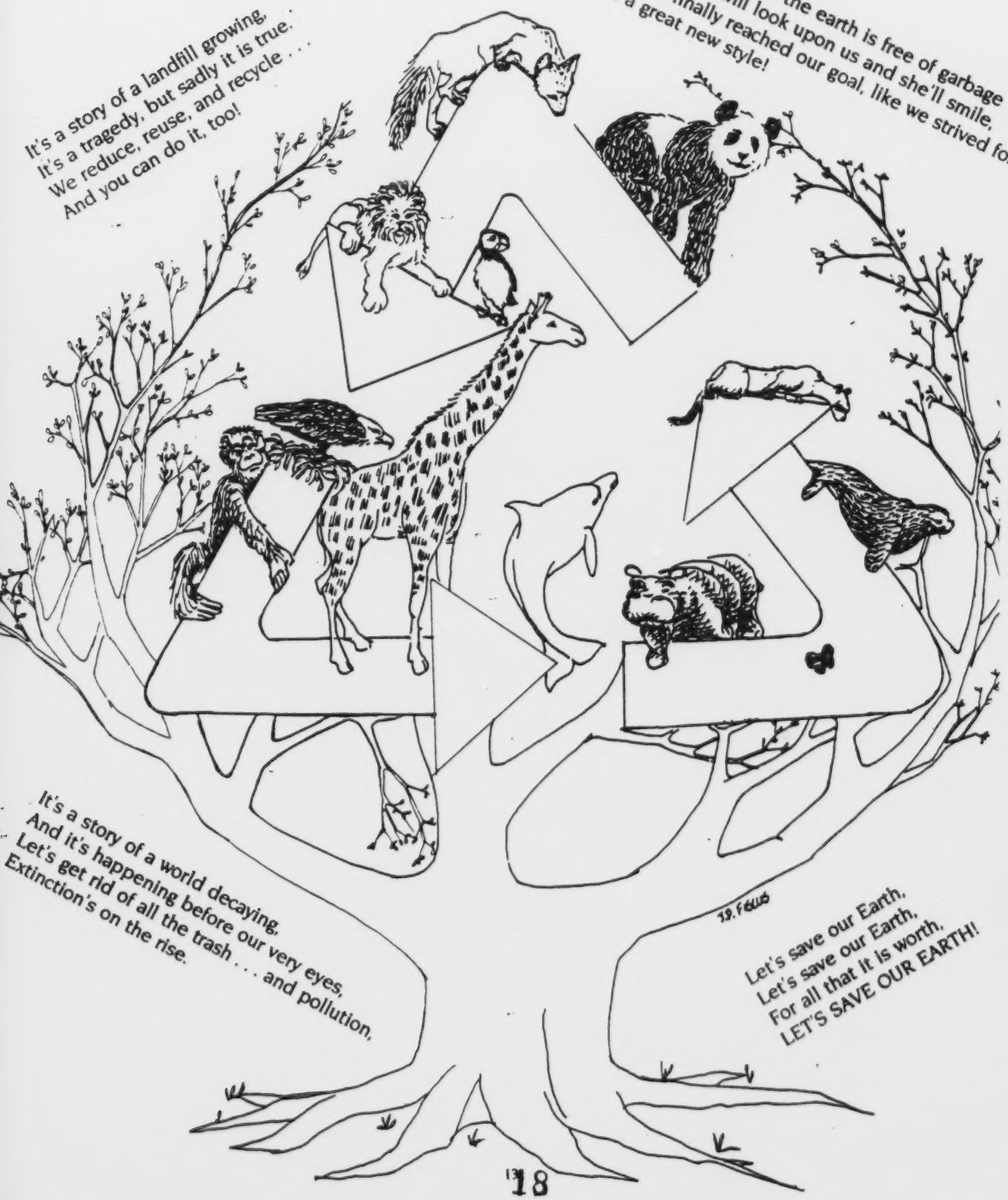
5. Students planted herbs in the herb garden and used the herbs to prepare salads.

6. Students and staff participated in the Indiana "Adopt-A-Highway" program.

7. Students participated in an interdisciplinary unit on WATER. Activities included a river study at Fairbanks Park and a wetland study at Hawthorne Park. Students researched wetland information, made edible wetlands, debated about community use of wetlands with students role playing farmers, ecologists, government officials and investors.

8. Students selected novels to read with water playing a pivotal role in the plot. The books read included: *Call it Courage, On My Honor, Minn of the Mississippi, Trouble River, and the River.* Students wrote original poems, stories and songs after reading the books.

Tune: The Brady Bunch—1st PLACE WINNER
Lyricist: Gretchen Scheidler


It's a story of a landfill growing,
It's a tragedy, but sadly it is true.
We reduce, reuse, and recycle . . .
And you can do it, too!
Then one day when the earth is free of garbage
Mother Earth will look upon us and she'll smile,
We have finally reached our goal, like we strived for,
It is a great new style!
It's a story of a world decaying,
And it's happening before our very eyes,
Let's get rid of all the trash . . . and pollution,
Extinction's on the rise.
Let's save our Earth,
Let's save our Earth,
For all that it is worth,
LET'S SAVE OUR EARTH!

River Valley Middle School
2220 Charlestown NA Pike
Jeffersonville, IN 47130
Contact: Linda Bentley

Description: The Earth Forever program is an extension of the Earth Year program involving a partnership between students, teachers, and the school community. Many activities began the first day of school and continued throughout the year. The entire school community joined forces during the months of March and April in an effort to develop and model earth-saving activities. The level of participation has increased over previous years and the community continues to participate in and support all Earth Forever activities.

1. The Help Organize for Protecting Earth (HOPE) club collected and recycled cardboard and mixed office paper. Students calculated that 4 trees were saved per month. Aluminum cans were also collected and recycled.

2. Sixth grade students started a business called T.R.E.E.S. (To Renew Earth's Environmental System). Students typed, edited and produced a cookbook. Over $500 profit was made and used to: plant trees, plant shrubs and flowers, and contribute to the Hardy Lake Rehabilitation Center. Students also used funds to adopt a wolf, four manatee and a whale. Three acres of rainforest were also purchased.

3. Students researched landfills, made "landfill" pies using chocolate pudding, graham crackers and various candies, and visited the Clark/Floyd County landfill.

4. Students participated in the "Pennies for the Planet" campaign to sponsor tree planting in countries where deforestation has become a problem. Over $200.00 was collected and contributed to this international tree planting effort.

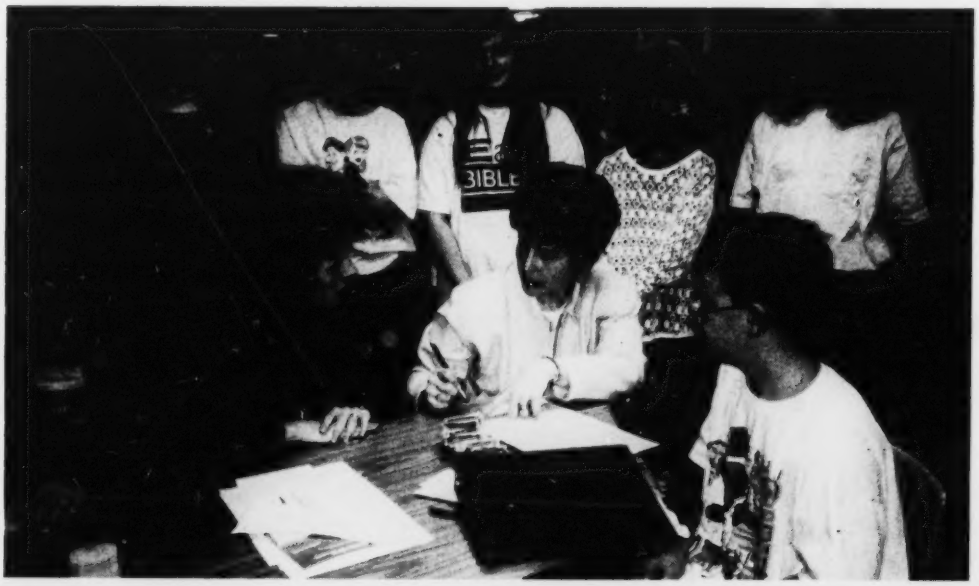
5. Students took part in EARTH EXPO '94 at River Falls State Park. Plays, skits, songs, and an environmental booth displaying student work were included in their exhibit.

6. "R" days were declared from April 25, through April 29. Students recycled glass, aluminum, steel, and plastic. They also took part in a schoolwide cleanup. Environmental games such as trash relays and can crushing were a big hit with the students.

7. Students collected and donated "recycle" books for the library in Kahoka, Missouri. This activity was coordinated with the Clark County 4-H junior leaders program.

8. Over 600 students voted in the, "Plan It For The Planet" election, to choose an environmental issue that "Earth Force," an organization representing 300,000 students throughout the world, discussed with Vice President Al Gore.

9. "Partnership for Planet Earth," an organization representing 21 local business leaders, participated in Earth Forever activities.



T.R.E.E.S. (To Renew Earth's Environmental System). Students signed for a bank loan to begin their new corporation.

All profits from this corporation will be used to support earth-saving activities and projects and River Valley Middle School. We appreciate your support. (Examples of projects: Adopt-a-Manatee and whale, purchase rainforest acreage, recycling projects).

Please make checks payable to: T.R.E.E.S. - RIVER VALLEY MIDDLE SCHOOL.

Send to: T.R.E.E.S. Corporation
River Valley Middle School
2220 Charlestown - New Albany Pike
Jeffersonville, IN 47130
ATTENTION: Adam Miller/Mrs. Bentley's Class

Loogootee Elementary/Middle School East
510 Church Street
Loogootee, IN 47533
Contact: Diane Jahn
Regina Wininger

Description: Students in Miss Jahn's and Mrs. Wininger's classes made 70 presentations to fourth, fifth, and sixth grade students to make them aware of their responsibility to the earth. This years' theme was an Ecology Carnival. Students emphasized seven environmental concerns during their presentations.

1. ANIMAL PROTECTION: Cooperative team members taught students to exercise their pets and cut six-pack plastic rings to prevent animals from getting trapped. Nine stuffed animals were exhibited in their booth during the carnival. They represented the nine out of twenty animals that starved to death when trapped in six-park rings.

2. FRESH WATER POLLUTION: Six students taught classmates about run-off pesticides from farms, acid rain, and pollution in the water. The students tested tap, pond, and rain water. They designed a maze game for the carnival which represented fish trying to get out of trash in a stream.

3. ENDANGERED SPECIES: Team members presented a program about whales and other endangered species to classes in the school. They presented facts about whales. They designed a game called Whale Jeopardy and asked questions about whales. Students answering questions correctly received a piece of candy.

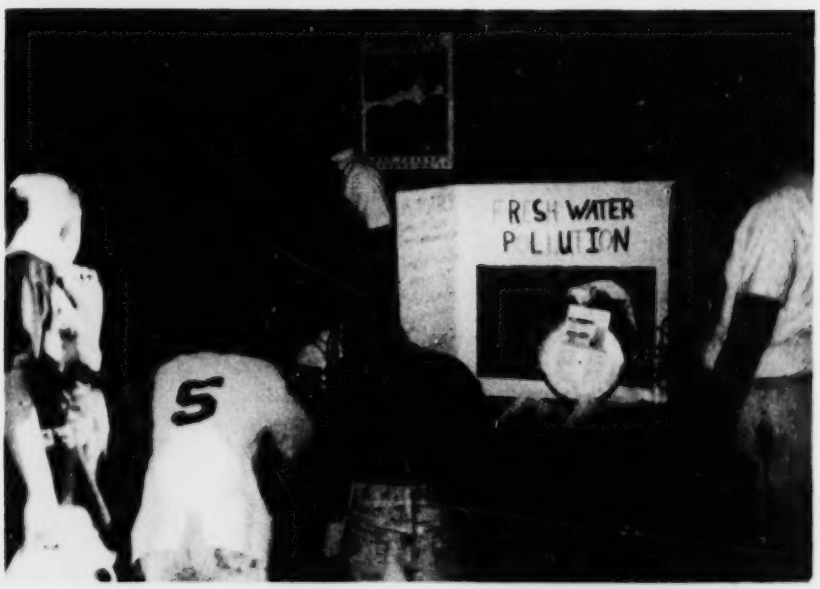
4. RAINFOREST: This team taught other students about animals and plants that live in a rain forest. They recommended ways to preserve and protect them. The team created a board game, "The Rainforest," for the fair.

5. RECYCLING TRASH: For their project, team members researched and presented facts about recycling and about how much trash is consumed by Americans. Their hands-on project involved objects of various shapes and sizes. Students were asked to estimate how long it would take for each object to decompose. Their game involved a bowling ball made of recycled plastic bottles.

6. PAPER RECYCLING: Team members stressed the dangers of deforestation. They taught other students that paper should be recycled. They created a game for the carnival "Recycling Feud," which involved students guessing/selecting the most recycled products in America.

7. SOLAR ENERGY: This team described to students how a solar converter works and how sundials are used. A game "Solar Jeopardy" was created for the Ecology Fair.

Students participated in the Tropical Rainforest game.



Students participated in the Fresh Water Pollution game.

BEST COPY AVAILABLE

Northwestern Junior/Senior High School
3431 North County Road 400 West
Kokomo, IN 46901
Contact: Patricia Zeck

Description: The Northwestern Junior and Senior High School science faculty invited fellow staff members to participate in an Earth Forever program. The tropical rainforest was selected as the major theme. During one of the faculty meetings, the science staff presented its plan. Fresh tropical fruit and baked goods using rainforest products were served. The majority of staff decided to participate. Over 50 interdisciplinary lessons were developed and taught. The school cafeteria also got involved by featuring a rainforest food product each day—pineapples, nutmeg, cinnamon, vanilla, cocoa, etc.

1. Students composed Earth and rainforest songs and had them published. Several songs were shared with the school and community. Students read *Silent Spring*, by Rachel Carson and viewed the movie, The Lorax.

2. The students, staff and administration collected aluminum cans, printed environmental messages on pay checks, explored the possibilities of purchasing recycled paper products, and encouraged all classes to use both sides of paper.

3. Two environmental convocations were planned for students and staff. Jeff Cardwell, tropical fish collector, gave a slide presentation about the tropical rainforest—its people, plants, animals, and problems.

4. Students wrote creative stories about the rainforest.

5. Students participated in composting, organic gardening, and soil conservation activities.

6. Students estimated, and calculated costs for developing a landfill, building an incinerator, and disposing of solid and liquid wastes.

7. Students researched how plastics impact the environment.

8. Students researched and discussed the effects chemical toxins have on food chains and how these toxic food chains impact humans.

9. Students traced the origination of the water that fills their school swimming pool, calculated how many gallons of water it took to fill the pool, and also participated in a variety of non-competitive environmental games (snake tag, predator/prey, and owl house from Project WILD).

Tropical rainforest display designed by students.

EARTH DAY

Northwestern Jr. High

KARA STEPHEN
7th Grade

Ap ril twen ty sec ond is Earth Day. If you clean it it will stay;
Trash are plates, cans and cups; so come on, Help us pick it up
The rain for est is help ing us, Giv ing us ox y gen which is a must.
Ap ril twen ty sec ond
is Earth Day. If you clean it it will stay; Trash are plates,
cans and cups; so come on, Help us pick it up

Elliott Elementary School
8718 White Oak Avenue
Munster, IN 46321
Contact: Bella Webb
Julie A. Parker

Description: Elliott School's participation in Earth Forever '94 fostered environmental awareness among students, faculty, and parents. The school staff and students developed a program that included a week-long Earth Forever celebration with a major focus on the fledgling outdoor laboratory.

1. Students and faculty wore t-shirts with an environmental motif or message on Monday and Friday.

2. Tuesday was declared "Environment Information Day." Various environmental materials were made available to each classroom.

3. Students brought their lunches in reusable containers on Wednesday. Packets of Marigold seeds were given to the students.

4. Students and staff wore green on Thursday to symbolize a healthy Earth.

5. Kindergarten students planted sunflower seeds, observed and measured their growth, harvested and counted seeds, and provided seeds to the bird habitat area in the outdoor laboratory.

6. First grade students planted, maintained, observed, and harvested apple trees.

7. Second grade students selected herbs as their plant. They identified, planted, managed, collected, and used their herbs to cook different foods. Dates and measurements were recorded each week. Photographs were taken during different time periods to record phases of growth.

8. Third grade students created a tall grass prairie that attracted birds and butterflies and facilitated the growth of prairie flowers. They observed, measured, and recorded the growth rates of the grasses and flowers.

9. Fourth graders decided to observe and classify wild birds in the outdoor classroom. Bird feeders were installed and special bushes were planted to attract birds.

10. Fifth graders grew and planted flowers and trees in the outdoor classroom.

11. EARTH FOREVER'94 culminated with a ground breaking ceremony for the Elliott School Outdoor Laboratory. The event was a combined effort of Elliott's PTO, faculty, students, administration, and community business partners.

Earth Day Ground Breaking Ceremony

1. *Introduction*
2. *Grade Level Description of Plantings*
3. *Tom Allen*
4. *Presentation of Bird Bath and Bird House by Munster Garden Club*
5. *Ground Breaking Ceremony*
6. *Clean up of area*

Croninger Elementary School
6700 Trier Road
Fort Wayne, IN 46815
Contact: Linda Lucenta
PTA President

Description: Croninger Elementary School PTA Environmental Committee organized an Environmental program for the students and staff. The goal of the program was to increase students' awareness of the importance of Recycling, Reusing, and Reducing.

1. The Croninger PTA produced a film "That's Perfect" to increase students' awareness of the Three R's and to motivate them to participate in planned activities.

2. Students and families completed and returned a recycling contract. The contracts demonstrated a commitment from families to help create a clean environment. Students who completed and returned the contracts received a recycling button.

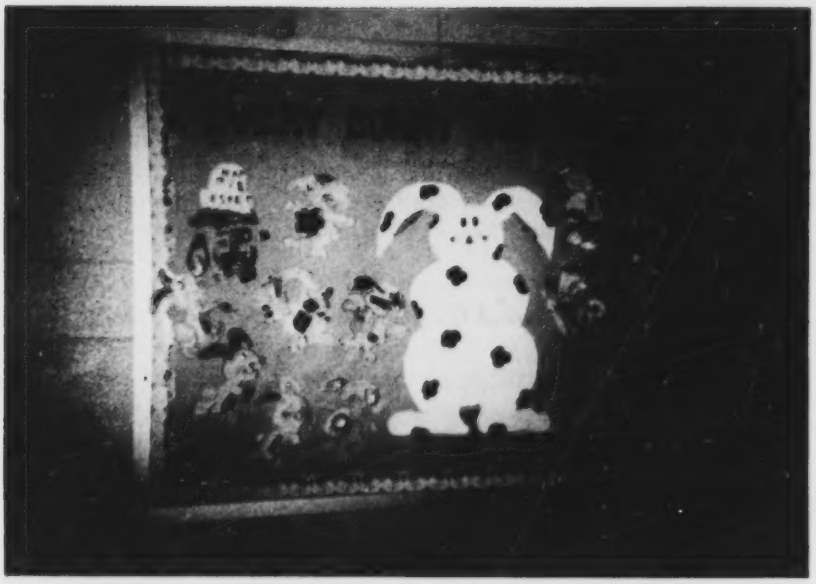
3. A Recycled Creations Day provided students with opportunities to reuse materials to design or invent useful products. Participants were awarded with certificates and a package of seeds. The most unique creations were displayed for a week in the school. The classroom with the most participants earned a recycling poster and recycling stickers.

4. Reduce day was called Green Day. Students were encouraged to wear green and to reduce the amount of throw-away litter they usually carry in their lunch sacks and boxes. All students were encouraged to bring their lunches to promote a cleaner environment.

5. An aluminum can collection was held for the recycling part of the program. Students collected 450 pounds of aluminum cans in three weeks and made $160.00. The Student Council will decide which student suggestions should be funded: rainforest, bins for recycling, donation to the Fort Wayne Zoo's rainforest section, trees for school site, playground equipment, or resources for environmental units.

6. Students announced a fact about recycling to the student body over the intercom system daily.

7. Environmental and recycling facts were researched and the most important ones shared with the students, staff and parents.
Example: "The energy saved from recycling one glass bottle will keep a light bulb burning for 4 hours."



Students designed an exhibit for their hallway.

Croninger students shared recycled creations.

BEST COPY AVAILABLE

Mohawk Trails Elementary School
4242 East 126th Street
Carmel, IN 46033
Contact: Scott Raftery

Description: Mohawk staff and students planned and participated in a variety of exciting environmental experiences throughout the school year. Many of the experiences took place in their outdoor classroom. Parents, community groups, and national and state environmental organizations were also involved in their Earth Forever program.

1. Students "Celebrated Salad" by eating the vegetables they had grown in their GrowLab. GrowLab is an indoor gardening program purchased through funds from the Carmel-Clay Educational Foundation.

2. Students measured and graphed plants and recorded observations in a plant journal. Radishes, three types of beans, and three types of lettuces were grown and harvested. Each class grew a different type of sprout for their salads.

3. Students planted seeds for the school butterfly garden. Students worked in cooperative teams to start seeds in peat pots which were placed in the GrowLab. Their seedlings were planted in the school butterfly garden which is part of a wildlife habitat area. Mohawk Trails is certified by the National Wildlife Federation as a Backyard Wildlife Habitat program.

4. Students and staff planned a new addition to their habitat area. A wildlife food plot was started near the butterfly garden. Kindergarten students planted sorghum and buckwheat seeds. These grains were left standing to provide food and cover for small mammals.

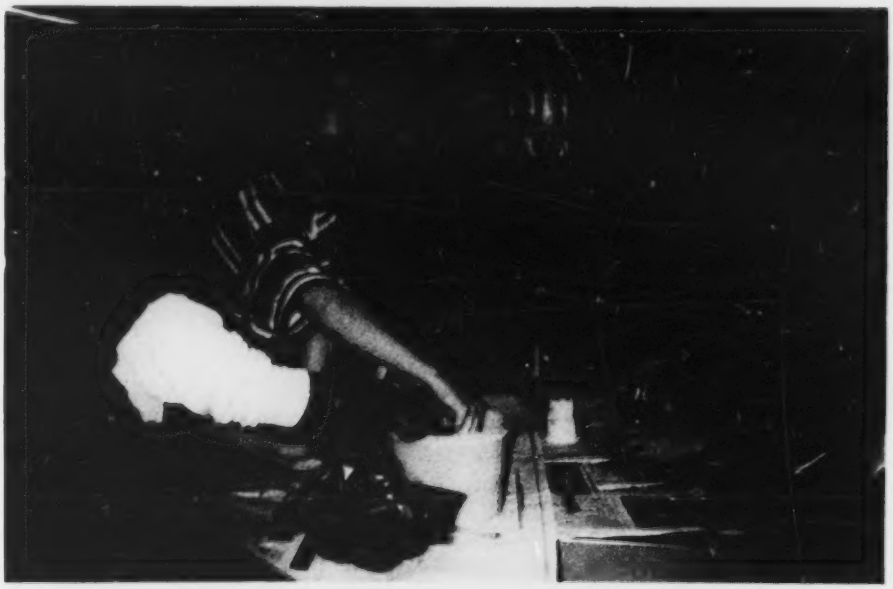
5. Second grade students planted the "Three Sisters"—corn, beans, and squash. Over the summer, second graders and their families will care for the plantings by adopting them for a week. In the fall, the area will be used for the Indian Life Unit in social studies.

6. A Hallway Environmental Fair was held during April 25-29. Each class exhibited their environmental projects and creations. Students visited each exhibit to learn about other student ideas and projects.

7. A musical convocation was held for grades K-3. First, second, and third graders performed environmental songs with everyone joining in the finale.

8. Students and parents remulched trails, cleaned flower beds and upgraded the outdoor classroom during the Mohawk Outdoor Lab Work Day on March 26.

Third grade students participated in "Salad Celebration" activities.



Fourth grade students planted seeds for butterfly garden.

BEST COPY AVAILABLE

Riverview Middle School
Horace Mann Elementary School
2465 Waterworks Road
Huntington, IN 46750
Contact Vicki Giordano
Pat Hauenstein

Description: Both schools have been involved in a variety of environmental activities throughout the school year in their outdoor classroom. The 30 acre outdoor classroom includes a grasslands, wetlands, and forest along the Wabash River. All subjects areas are included in the outdoor classroom. The staff of both schools use the facility as an interdisciplinary teaching facility.

1. Geology was an exciting topic featured in the outdoor classroom. Students were able to experience various types of rocks—they were able to pick them up, examine them, and learn where they originated and how they were formed.

2. Students constructed solar cookers and used them in the outdoor classroom to make cookies and prepare a meal.

3. Students observed and learned about ladybugs and released them in the outdoor classroom.

4. Students participated in a variety of wetlands activities.

5. Students constructed a rainforest habitat terrarium.

6. Students researched the importance of trees and planted a variety of them in the outdoor classroom.

7. A beekeeper from the local community visited students in the outdoor classroom to discuss the importance of bees in the environment.

8. Students constructed bat mobiles after discussing and researching the importance of bats in the environment.

9. Students constructed bird houses and placed them in the outdoor classroom. Students also researched how important wild birds are to the outdoor classroom and the environment.

10. Students used their creative skills to design wood chip insects. Their insects were displayed so that other students could see them.

11. Students participated in a recycling program sponsored by the county solid waste management district. Students also picked up 46 bags of trash along Waterworks Road.

Students created rainforest habitat terrariums.

Students made wood chip insects.

BEST COPY AVAILABLE

Fremont High School
Environmental Club
P. O. Box 655
Fremont, IN 46737
Contact: John Ludy
Greta Lanier, Chair

Description: The Fremont High School Environmental Club scheduled activities during the month of April. Important environmental facts were presented to students about the environment. A new program, Ecolympics, was held during the week of April 18-22. Ecolympics consisted of an environmental knowledge test, tree plantings, dress-up days, aluminum can collection, plastics collection, recycle art, can-crushing during environmental dance, digging for worms, and Environmental Blackjack. Points were kept for each event. The class with the greatest amount of points won the Ecolympics.

1. A Saddie Hawkens Dance was planned. The money raised went to purchase trees for the outdoor classroom. The third annual co-ed can crushing event was held during the dance. Contestants were timed on how long it took them to crush twenty cans. The winning time was a 46.63 second performance.

2. An environmental knowledge test was administered to participating teams. Each team consisted of three students.

3. A tree planting event was planned. Each team was judged on speed and proficiency.

4. Dress-up days were planned for the entire week of April 18-22. Each day represented a different challenge—animal day, earth tone, wet hair, recycled clothes, nature (bright, flowery). The class with the most dressed up students was declared winner.

5. Aluminum can and plastic collection contests were held. Classes that collected the most were declared the winner.

6. Recycle Art—students worked in teams to create an object from recyclable materials. Students had to explain their creation and how it impacts the environment.

7. Dig-for Worms—a representative from each class was given 15 seconds to find the most worms. Their hands were tied behind them—worms were collected on plastic sheets.

8. Environmental Blackjack—each class was represented by five students. Students ran to the opposite end of the gymnasium, picked up a plastic container with a number hidden on the bottom and placed the plastic container in a sack. The class scoring closest to 21 was the winner.

SADIE HAWKENS DANCE

Environmental Club members are ready to deposit money raised from dance to purchase trees.

Tin can crushing was a popular activity during dance.

BEST COPY AVAILABLE

East Side Elementary
810 E. Main Cross Street
Edinburgh, IN 46124
Contact: Ellen Brand
Katie Jerome

Description: East Side Elementary School participated in a variety of interdisciplinary environmental education activities throughout the year to help increase student awareness and knowledge to develop values, which encouraged students to become better stewards of Earth's natural resources. The planting of trees in the outdoor laboratory served as a culminating experience for the Earth Forever program.

1. Students sold cinnamon bread, bookmarks, posters and used the money to purchase three acres of rainforest and to adopt a whale.

2. Students collected pennies to help children in ten schools from around the world plant trees.

3. Students sponsored a read-recycle book exchange program. Used books were brought to school and exchanged for other books. First grade students sold new and used books. The money was used to purchase two acres of rainforest and plants for the outdoor classroom.

4. A "Tree of Life" was designed and placed at the front entrance of the school. Each student created a leaf with an environmental tip and added it to the tree.

5. Students participated in an environmental essay contest, "What Earth Day Means to Me." Essays were displayed in the hall and prizes were given to the winners. The winners read their essays over the intercom to all classes.

6. The school received grants from the U. S. Forest Service and the Indiana Department of Natural Resources to develop an urban nature trail throughout the town of Edinburgh. Sixth grade students are helping to write and to design a publication which will emphasize forestry and other important resources in the community.

7. Students used the new East Side Elementary greenhouse to start seeds for their school gardens in the outdoor classroom. Each grade level cleared plots and planted flowers.

8. Students adopted a wolf, made badges for Earth Week, participated in a trash sculpture contest, and took field trips to Bartholomew County landfill, and also to the recycling center.

Students collect pennies for the planet.

East Side to celebrate Earth Day

This Friday, April 22, is Earth Day. It marks the twenty-fourth anniversary of the first Earth Day held in 1970.

Earth Day was first organized by college students to educate the general public about environmental matters, such as air pollution and water pollution. Since its incarnation nearly a quarter century ago, it has grown into a major media and environmental event.

Sunday, April 24, is Arbor Day. On this day, people are asked to plant a tree. (*Arbor* is the Latin word for tree.) Arbor Day goes hand-in-hand with Earth Day, since the more trees there are, the better the air is cleansed of pollution.

Both holidays are observed in schools around the country. In Edinburgh, East Side Elementary has a whole list of things planned in observance of Earth Day.

Grades kindergarten through three are involved in a poster contest. "Earth Day, Every Day" is the theme of the contest which features monetary prizes.

Older students can get in on an Earth Day essay contest. Students in grades 4 through 6 will be writing essays with the theme, "What Earth Day Means to Me." There are monetary prizes for this contest, also.

"Pennies for the Planet" is a program being tried at East Side this week as well. For every 10 pennies collected, tree seeds will be sent to a school in a foreign country. The school where the seeds are sent will then become a "sister school" to East Side with the possibility of future correspondence taking place between the schools' students.

Also in observance of Earth Day and Arbor Day, students are asked to wear green to school this Friday.

Finally, there will be two tree-planting ceremonies at East Side on Friday. Grades K - 3 will plant a tree at 1:30, and grades 4 - 6 will plant their tree at 2:00 p.m.

BEST COPY AVAILABLE

Parkwood Elementary School
748 Spicewood Drive
Clarksville, IN 47129
Contact: Sonia Gardner

Description: The theme for Parkwood's Earth Forever program was "Pollution Solution." The majority of environmental activities were planned around the 3 R's: Reuse, Reduce, and Recycle. These activities were coordinated with the Clark County Solid Waste District.

1. A "Trash Critter" contest was held. Each class created a critter using at least one garbage bag filled with recyclable materials.

2. The Clark County Solid Waste District assisted the program by providing speakers, resource materials and "TRASH" books for all students.

3. Students created "Litter Bugs" and displayed them throughout the school.

4. Acid rain and other pollution experiments were conducted by students.

5. Research projects, cooperative learning collages, posters, special reading projects and creative writing activities were a part of the Earth program.

6. The school's courtyard became an oasis for environmental picnics, readings, art, and science. In addition, the courtyard became a home for three ducks, three turtles, several frogs and toads, goldfish, and a variety of butterflies and birds.

7. Parkwood's Nature Club designed a school beautification plan. Club members planted over 100 tulips, raked, cleaned, installed a new fountain in the courtyard pond, landscaped the courtyard and flagpole area, and also created Earth shirts. The Earth flag flew over the school for the entire month of April.

8. Fifth graders presented an environmental play, "The Awful 8" to students and staff. Classes went on daily "Litter Patrol" walks, wrote letters to a local newspaper stressing the need for pollution control, planted Tulip Poplar tree seedlings, and made Earth shirts and hats.

9. Parkwood staff involved several community organizations in their program. PSI Energy's "Safari Sam" presented a program laboratory about ecology and the Indiana Cities and Water Small Change Theater presented a play about water conservation.

Teachers wore Earth Shirts on Earth Day.

Earth Day ceremonies in Parkwood outdoor classroom.

BEST COPY AVAILABLE

Charlestown Middle School
8804 High Jackson Road
Charlestown, IN 47111
Contact: Laura Myers

Description: The middle school staff designed a variety of exciting earth awareness activities for their Earth Forever program: "Away With Waste," "Here Today, Gone Tomorrow," "Extinction," "Compost Critters," and "Brachiopod Boogies" were the themes selected by students and staff.

1. Students wrote and performed environmental songs and poems in science and english classes.

2. Students and staff arranged for guest speakers to visit the school and address energy conservation, electricity, recycling, and the falls of the Ohio River.

3. Students participated in a compost study to determine the best compost system for Clark County.

4. Students raised $500 to purchase a brick for the Falls of the Ohio Interpretive Center by selling paper dinosaurs, pledges for $1.00 to swim for a class period, and tickets for a night at the movies.

5. Students participated in a wild bird seed study which was sponsored by the Cornell Laboratory of Ornithology.

6. Students participated in a project to design Earth awareness murals in the school.

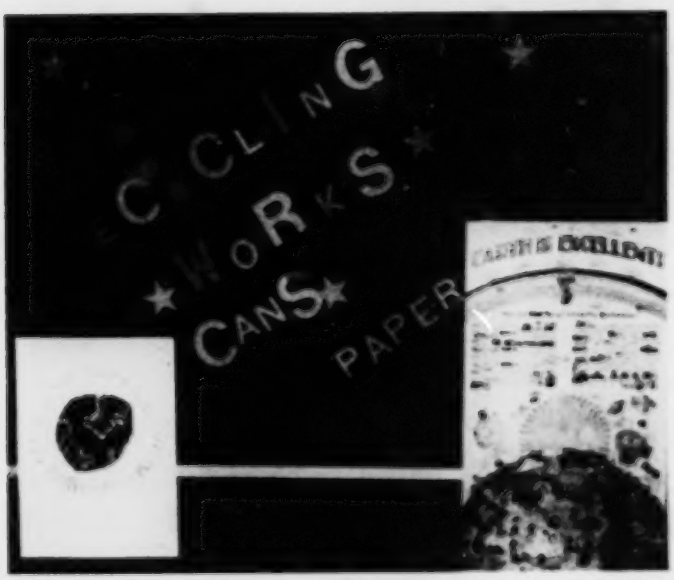
7. Students developed environmental collages, wrote letters supporting environmental causes, and wore shirts or ties that reflected their concerns for the Earth.

8. The Outdoor Lab Club sold earth awareness t-shirts to raise money for the outdoor laboratory.

9. Students and staff designed WE-CYCLE, a program which emphasized recycling, reducing, and reusing. Recycling featured the collection of soft drink cans by the Music Department. The English Department collected aerosol cans, stored them, and took them to the community recycling center. The CMS students made a conscious effort to reduce the amount of material sent to the landfill. Over 14 suggestions were made and implemented to reuse various materials within the school.

Students at Charlestown Middle School believe in recycling to help the earth.

Students designed recycling posters for their school.



Hobart High School
36 E. 8th Street
Hobart, IN 46342
Contact: Art Henderlong

Description: The HELP (Help Earth Live Prosperously) Club collected paper from each classroom for recycling. The club also collected plastic, metals, and cardboard from the school. Lake George was the major clean-up project.

1. HELP members created a video to start a new recycling program. It was played in all the classrooms.

2. Club members worked through the mayor of Hobart. As a result, the mayor and his staff donated recycling bins for all classrooms and offices at Hobart High School.

3. Students started working with school cafeteria staff to begin the recycling of milk cartons.

4. Club members sponsored the Lake George Clean-Up program. Through the efforts of club members, the following donations, services, and resources were provided:

   a. Hobart grocers donated food.

   b. Dump trucks were provided by the Hobart community.

   c. The lake level was lowered by the city.

   d. Donations were provided by many businesses—McDonalds, Burger King, Dairy Queen, Menard's, Pizza Hut, Diner's Choice, Strack and Van Til Mega Mart.

5. Club members sponsored a contest for the most unique objects pulled from the lake.

6. Students and over 300 volunteers collected enough garbage to fill two dumpsters and a dump truck.

7. HELP members donated monies collected from recycling to a scholarship fund in the name of Mr. Jim Fisher, a Hobart High School chemistry teacher, who died during the last school year.

8. HELP members did an outstanding job promoting environmental education throughout the city of Hobart. Businesses, governmental organizations, parents, students, news media personnel and environmental groups were contacted and involved in the recycling and cleanup program. The

program was so successful that a commitment has been made by HELP to continue and expand the program during the 1994-1995 school year.

HELP (Help Earth Live Prosperously) Club members canoe as a team to clean up Lake George.

Teamwork was an important part of Earth Forever activities.

Warren Elementary School
2901 100th Street
Highland, IN 46322
Contact: Anne Marie Fitzwater

Description: As part of the Earth Forever program, students in second grade selected an area of interest to research. The topics they could select from were:

a.	Acid Rain	f.	Air Pollution
b.	Forests	g.	Water Pollution
c.	Garbage	h.	Oil Spills
d.	Recycling	i.	Endangered Animals
e.	Rainforests	j.	Wetlands

1. Students worked cooperatively and selected an environmental topic to research and experience. Students used teacher resource materials in the school library and other resources for their research. They began by defining their environmental topic and then did research to locate accurate data and information.

2. Students created word webs showing the significance of their study in an outline. Pictures and posters were located and created to help illustrate their topics. Students located science trade books, factual stories, and poetry to help illustrate and make their topics more interesting to other students.

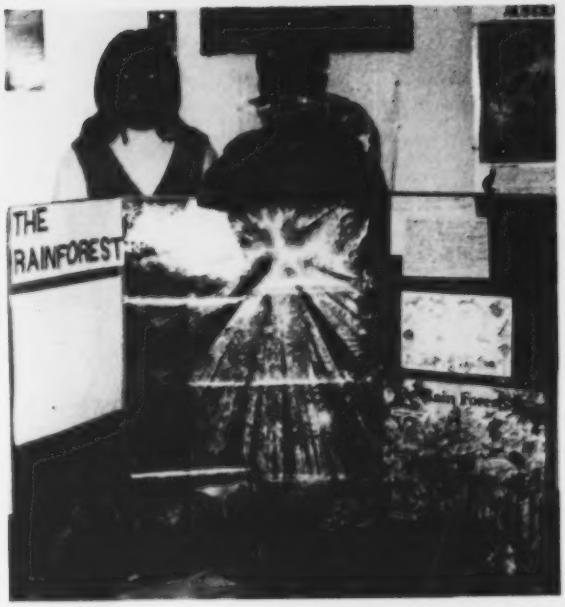
3. Students wrote and illustrated a booklet to teach other students about what they had learned and what they had done to help the Earth. They presented their displays, poems, story webs, charts, posters and story summaries to the class. Presentations and exhibits were taped and provided to other classes to view.

4. Students investigated Meadows Pond in their community to observe life forms and pollution. They discovered the pond and the area around it had been polluted. They wrote letters voicing concerns and recommendations to town park officials.

5. Students volunteered to share their topics and concerns with other classes. The children were excited about their projects and pleased to discover they had become experts within their topical areas.

6. Students researched what parts of the human body are affected by pollution. This interest has led the way for newly developed environmental lessons in health and social studies.

7. Second grade students developed new research, communication, leadership, observation, decision making, creative, and team-building skills to explore and investigate environmental topics.



The rainforest teams were proud of their exhibit and research.

The forest team did research to locate important information and data.

SUGGESTIONS for EAGLE

This program encourages students and educators to create their own projects. Listed below are some suggested activities that you and your students might consider.

A) WATER RESOURCES - Students could create a dramatic production to illustrate the dependence of the public on rivers, streams and reservoirs for health, recreation, water supply, sewage, and economics.

B) AIR QUALITY - Students could design an audiovisual presentation which shows the effects of air pollution (such as acid rain) on public and private forests, plants, buildings, and property.

C) WILDLIFE IMPROVEMENT - Students could plan and implement projects to attract acceptable forms of wildlife to the school site or other public and private lands.

D) EROSION CONTROL - Students could design and build projects to control erosion of soil from wind and water on school grounds or in local communities.

E) EAGLES - Students could research actions taken by Indiana Department of Natural Resources (IDNR) to reintroduce wild eagles in Indiana. "Project Wild," 6013 Lakeside Blvd., Indianapolis, Indiana 46278.

F) SCHOOL SITE IMPROVEMENT - Students could design and implement projects to utilize the school site. (Examples: an outdoor education area, a beautification project, an arboretum, a school garden, a windbreak, a recycling site, etc.)

G) STEWARDSHIP - MANAGEMENT OF RESOURCES - Students can develop special projects to practice natural resources management of public and private lands. (Examples: Planting trees, landscaping parks, and streets; helping maintain parks, such as painting facilities or making signs; creating special habitats, such as planning a prairie or an outdoor classroom; recycling, etc.)

H) AUTOMOBILE, BOAT, OR HOUSING IMPACT - Students may conduct studies to determine the environmental and energy impact of automobiles, boats, or houses in a natural environment on public and private land, and design a program which could reduce this impact.

I) ABUSES OF PUBLIC LANDS - Students could implement a "WATCH" program to encourage students and adults to report abuses of public and private lands and resources.

J) INVOLVING SENIOR CITIZENS - Students could create programs to involve senior citizens in stewardship activities on school, public, and private lands. (Examples: recycling, energy conservation, planting trees, building trails, etc.)

K) VOLUNTEER ACTIVITIES - Students could design and implement volunteer action programs to help manage and protect public and private forests, trails, soils, historical sites, and water resources.

L) PHOTOGRAPHY PROGRAM - Students could design a photography program encouraging participants to submit pictures that depict environmental concerns on planet earth.

M) RESEARCH - Students could volunteer to do research on their school site or for public and private land owners. (Examples: bird counts, deer counts, wildlife migration patterns, etc.)

N) ECOLOGY STUDENT SPEAKERS GROUP - Students could organize a speakers group to educate students and adults about the earth's environmental problems.

O) CREATIVE WRITING - Students could design an essay program which recognizes those students who write about what the earth means to them.

P) NATURE TRAILS - Students could design brochures, posters, signs, and displays to inform, feature, and interpret outdoor classrooms and nature trails on school and other public and private lands.

Q) COMMUNITY RECYCLING/BEAUTIFICATION - Students could work through the Mayor's Office or Chamber of Commerce to jointly plan and implement a community recycling/beautification project.

R) ENVIRONMENTAL CONSERVATION - Students could develop a slide show, video, or an eight millimeter presentation (10 minutes or less), emphasizing environmental concerns and ways to care for the community's public and private lands.

S) ENVIRONMENTAL WRITING - Students could write to a resource agency listed in "EAGLE" and share the agency's resources and responses with the class.

T) NATIVE AMERICANS - Students could design programs to teach others about how Indians lived as part of the earth, not separate from the earth.

U) RECYCLING - Students could design and implement paper, glass, and aluminum recycling programs for their school and community.

V) ENERGY, ECONOMICS, ENVIRONMENT (EEE): - Involve students in this new and exciting nationally recognized curriculum. Case studies, activities, (EEE) actions, community investigations, natural resource background information, and EEE resources are included.

Ask for:

a. K-6 EEE
b. 6-9 EEE
c. 9-12 EEE

Costs: $6.00 per guide.
Contact: Energy Economics, Environment (EEE)
Office of Program Development
Department of Education
Room 229 State House
Indianapolis, Indiana 46204-2798

Make check payable to: Indiana Department of Education

W) TAKE PRIDE IN INDIANA (TPII) - Students can design programs and activities to protect, conserve and manage Indiana's natural and cultural resources. (See enclosed form)

EAGLE RESOURCES

These are some of the organizations that produce environmental education materials:

Acid Rain Foundation, Inc.
1410 Varsity Drive
Raleigh, NC 27606
(919) 828-9443

America The Beautiful Fund
219 Shoreham Building
Washington, DC 20005
(202) 638-1649

American Cetacean Society
P.O. Box 2639
San Pedro, CA 9000731-0943
(213) 548-6279

American Water Works Association
6666 West Quincy
Denver, CO 80235
(303) 794-7711 ext. 2308

Animal Welfare Institute
P.O. Box 3650
Washington, DC 20007
(202) 429-5609

Citizens Clearinghouse for
Hazardous Wastes
P.O. Box 926
Arlington, VA 22216
(703) 276-7070

Defenders of Wildlife
1244- 19th Street, Northwest
Washington, DC 20036
(202) 659-9510

Department of Water Resources
Water Education Programs
1416 9th Street, Room 338
P.O. Box 942836
Sacramento, CA 94236-0001
(916) 445-9371

Global Tomorrow Coalition/West
708 Southwest 3rd Avenue Suite 227
Portland, OR 97204
(503) 295-0382

Izaak Walton League
1401 Wilson Boulevard, Level B
Arlington, VA 222209
(703) 528-1818

Keep America Beautiful
Mill River Plaza
9 West Broad Street
Stanford, CT 06902
(203) 323-8987

League of Women Voters
Education Fund
1730 M. Street, Northwest
Washington, DC 20036
(202) 429-1965

National Arbor Day Foundation
100 Arbor Avenue
Nebraska City, NE 68410
(402) 474-5655

National Audubon Society
950 3rd Avenue
New York, NY 10022
(212) 832-3200

National Institute for Urban Wildlife
10921 Trotting Ridge Way
Columbia, MD 21044
(301) 596-3311

National Wildlife Federation
1412 16th Street, Northwest
Washington, DC 20036
(202) 797-6800

Public Focus
92 Shaftsbury Avenue
Toronto, Ontario M4T 1A5
CANADA
(416) 926-8121

Soil Conservation Society
7515 Northeast Ankeny Road
Ankeny, IA 50021
(515) 289-2331

Wildlife Management Institute
110a 14th Street, Northwest
Suite 725
Washington, DC 20005
(202) 371-1808

World Resources Institute
1709 New York Avenue, Northwest
Washington, DC 20006
(202) 638-6300

These are some of the organizations that distribute environmental films:

Bullfrog Films
Oley, PA 19547
(215) 767-8226

The Conservation Foundation
1717 Massachusetts Avenue, Northwest
Washington, DC 20036
(202) 293-4800

Green Mountain Post Films
P.O. Box 229
Turner Falls, MA 01376
(413) 863-4754

National Audiovisual Center
National Archives and Records Service
General Services
Administration
Reference Section CH
Washington, DC 20409
(202) 763-1896

National Geographic Films
17th and M Streets, Northwest
Washington, DC 20036

Umbrella Films
60 Blake Road
Brookline, MA 02146
(617) 277-6639

University of California
Extension Media Center
2223 Fulton Street
Berkeley, CA 94720
(415) 642-0460

Michigan Media
University of Michigan
Resources Center
400 4th Street
Ann Arbor, MI 48109
(313) 764-5360

SIERRA CLUB RESOURCES

SLIDE SHOWS

Each show consists of a 35mm slide carousel for Kodak projectors and a voice and music soundtrack on cassette tape. The tapes have audible tones to cue the advance of slides." "We are the Sierra club," "Acid Rain: The Choice Is Ours," and "The Tropical Rainforests" also include tapes with inaudible tones for automatic advance of slides when using a Wollensak or similar playback equipment.

Acid Rain: The Choice Is Ours

(20 minutes, produced in 1980 by Friends of the Boundary Waters Wilderness) Describes the causes of acid rain; its impact on lakes, fisheries, agriculture, buildings, and health; and corrective measures.

THE TROPICAL RAINFORESTS: DIVERSE, DELICATE, DISAPPEARING

(30 minutes, produced in 1988 by Sierra Club's International Committee) Explores the complex ecology of tropical rainforests, highlighting plant and animals species, and indigenous peoples; explains the causes and effects of forest destruction; and suggests protective action to be taken.

We are the Sierra Club

(14 minutes, produced in 1985 by the Sierra Club) An overview of the Sierra Club's history, conservation efforts, and outing program, with emphasis on opportunities for member participation. (Also available for sale, $75 per copy.)

VIDEOCASSETTE (VHS)

Arctic Refuge: Treasure of the North

(25 minutes, produced in 1987 by the Northern Alaska Environmental Center. Also available by special request in a 3/4" tape for broadcast.) Highlights the importance of protecting Alaska's National Wildlife Refuge from the damaging effects of oil development. Features interviews with Native Alaskans, comments of a caribou biologist, and scenes of pollution impacts at the nearby Prudhoe Bay oil field.

Global Warming Activist Video

A special training video comprised of seven public service announcements produced by Sierra Club and an 11-minute global warming documentary produced by the Union of Concerned Scientists, which presents not only the threats to our environment posed by global warming, but also the solutions. Rental $10 member/$15 nonmember (one-week booking) sale $20 member/$25 nonmember.

What is the Limit?

Produced for the National Audubon Society, this film surveys the environmental problems created by modern industry and agriculture. It also points to rapid population growth as a factor responsible for threatening the prosperity of all people, and warns of a population crash if births continue to rise and the earth's carrying capacity is exceeded. The film concludes with a discussion of the responsibility of developed countries, focusing in particular on the current United States policy on family planning. 23 minutes, 1987, rental $10 member/$15 nonmember (one-week booking)

The Silent Explosion

This film focuses on the consequences of overpopulation on the world's economies, environments, and food supplies. It provides examples of solutions with film footage from developing countries. An excellent tool for stimulating student discussion and increasing awareness of population issues. 20 minutes, produced in 1987 by the Population Institute, rental $10 member/$15 nonmember (one-week booking)

Re-Use it or Lose it

This documentary video examines the components of the solid waste streams and explains the reasons for recycling a wide range of materials. It looks at recycling programs in various communities, what they have achieved and the problems they are encountering. Produced by Doug Prose for the Sierra Club Solid Waste Committee. 10 minutes, 1990, rental $10 member/$15 nonmember, sale $20 member/$25 nonmember

The Tropical Rainforest: Diverse, Delicate, Disappearing

A slide presentation on videotape. Rental $10 member/$15 nonmember (one-week booking), sale $20 member/$25 nonmember

FILMSTRIPS

Exploring Our World is a collection of six environmental education filmstrips, available for rental to chapters, groups,and others interested in environmental education. They are suitable for K-7. For a descriptive brochure, write to Sierra Club Public Affairs.

The Interdependence of Nature

This four-part program emphasizes the importance of conservation by demonstrating interrelationships in nature. Part 1 explains the interdependence of various branches of nature. Part 2 shows how a wildlife community is presented through a balance of nature. Part 3 discusses the effects of the changing seasons on

wildlife and humans. Part 4 shows how natural resources are destroyed through reckless or careless use. Includes four filmstrips and two cassettes. For Grade Levels 4-6, produced by University Education and Visual Arts rental $12 (two-week booking).

The Lorax

This faithful adaptation of the Dr. Seuss book is an excellent introduction to ecology and conservation. Children will respond to this dramatic story as they watch the Truffula trees chopped down and a once-beautiful forest become a smog-covered dump. The loud and dire warnings of the Lorax are ignored for short-term monetary gains. Includes two filmstrips and two cassettes. For Grade Levels 2-5, produced by Random House, Inc. rental $12 (two-week booking).

Pollution: Don't Just Stand There - Do Something

Through special examples, children learn what pollution is, how it is caused, why we should be concerned about it, and what people can do to help solve the problem. The first three filmstrips examine air, land, and water pollution; the fourth surveys efforts to reduce pollution. Includes four filmstrips and two cassettes. For Grade Levels 3-7, produced by Eye Gate Media, Inc. rental $12 (two-week booking).

Will They Survive?

Today the single largest threat to wildlife is the destruction of animal habitats by humans. This two-part program on endangered species discusses in detail the present situations of the American alligator, the bald eagle, the California condor, the whooping crane, the grizzly bear, the black-footed ferret, and the peregrine falcon. It examines the reasons these animals are endangered, the efforts that have been made to save them, and their chances for survival. Includes two filmstrips and two cassettes. For Grade Levels 3-7, from the Aerie Nature Series by Perry Conway, produced by Center Productions, Inc. rental $12 (two-weeks booking).

FILMS

The Sierra Club Film Library is a distinguished collection of conservation films available for sale or rental. For information, write to the Film Distribution Center, 13500 Northeast 124th Street, Suite 2, Kirkland, WA, 98034-8010. Telephone (206) 820-2692.

Alaska: Land in Balance

Alaska is so spectacularly beautiful that many feel the whole state should be a national park. Judy Irving and her crew took over a year to create this sensitive and poetic picture of Alaska, which captures its extraordinarily rich diversity of mountains, lakes, rivers, and glaciers, as well as its caribou, bear, and salmon. It also features the native people. Winner, Chris Bronze Plaque, Columbus Film

Festival; Bronze Award, International Film and TV Festival, New York. 25 minutes, for elementary school through adult, 1979. Rental $15 (one-day booking), sale $350.

Nature Next Door

Informative narrative and fine photography combine an educational program that shows how insects, reptiles, birds, plants, and mammals relate to one another in a common area. In the words of the narrator, "It is something children really know and many other people have almost forgotten, that wild creatures still live around us, in the woods and fields, in vacant lots, on wildland. Wild creatures are everywhere, most of them hiding, in trees and grass, in water and soil." 28 minutes, for elementary through junior high school, 1962, rental $15 (one-day booking), sale $350.

No Room for Wilderness?

Professor Robert C. Stebbins uses examples from Africa to demonstrate the workings of a natural ecology and the devastating impacts of technology and exploding population on that environment. A sound track of indigenous African music, and bird and animal sounds enhances the film's impact. Recommended by Landers Film Review. 26 minutes, for upper grade school through adult, 1968, rental $15 (one-day booking), sale $350.

Oil! Spoil! Patterns in Pollution

Industrialized society's demands for oil, gas, and coal have resulted in the rash exploitation of our natural resources-and in terrible environmental disasters. This film discusses America's energy problems with striking impact. **Oil! Spoil!** is one of the Sierra Club's most effective films. Winner, CINE Golden Eagle Award. 17 minutes, for junior high school through adult, 1972, rental $12.50 (one-day booking), sale $275.00.

The Redwoods

Stands out among Sierra Club's award-winning films; it received the Academy Award for Best Short Documentary. As coveted as that award was, the creation of redwoods National Park was more meaningful. **The Redwoods** was a major factor in helping to build public and congressional support for park designation. **The Redwoods** provides a conservation message for all ages and for all the ages. "A poetically timed journey through one of nature's most beautiful and wonderful forest areas," says Film News Review. Winner, CINE Golden Eagle Award. Ten minutes, for junior high school through adult, 1968, rental $12.50 (one-day booking), sale $250.00.

ORDERING SLIDE SHOW/VIDEOCASSETTE/FILMS/FILMSTRIPS

The cost for rental is $20 for slide shows, $15 for video cassettes, $15 for films, and $12 for filmstrips. The borrower is also responsible for return or forwarding postage (usually under $5). Programs are sent via United Parcel Service, and may take up to two weeks for delivery. UPS does not deliver to Post Office Boxes. Please send all requests and payments to:

Sierra Club Public Affairs
730 Polk Street
San Francisco, CA 94109
(415) 776-2211

Amos W. Butler Audubon Society

EDUCATION COMMITTEE VIDEO LIST

Reserve the videotapes of choice by calling the Chairman of the Education Committee, Alicia F. Craig at Wild Birds Unlimited (317) 251-5904.

Videotapes can be picked up between 9:30 a.m. and 5:45 p.m., Monday through Friday, from 9 a.m. to 4:45 p.m. Saturday, and 12 noon to 4:45 p.m. on Sunday at Wild Birds Unlimited, 6425 North Keystone Avenue, Indianapolis, IN 46220

Videotapes can be checked out for a period of three days with a limit of three tapes per time. Videotapes must be rewound and returned in the conditions in which they were received.

The Ancient Forests
By Project Lighthawk
8:52 minutes

The Endangered Species Act: A Commitment Worth Keeping
National Audubon
8 minutes

A Message from Congress on Sustainable Development in United States Foreign Assistance
National Audubon
11 minutes

Arctic Refuge: A Wilderness in Peril
Wilderness Society
8 minutes

Ancient Forests: A Call To Action
Project Lighthawk
8:52 minutes

Ancient Forests: Vanishing Legacy of the Pacific Northwest
Wilderness Society
8 minutes

Arctic Refuge: Treasure of the North
Northern Alaska Environmental Center
25 minutes

Rage Over Trees: Ancient Forests
National Audubon
1 hour

What Is The Limit?
National Audubon
23 minutes

Wild In The City
Wild Hare Video
30 minutes

Owls Up Close
National Audubon
35 minutes

Rainforest Voices
Nature Science Network
28 minutes

SPONSORS

1. Indiana Department of Education
2. Indiana Wildlife Federation
3. Amos W. Butler Audubon Society
4. Soil Conservation Service
5. Indiana Department of Natural Resources - Project Learning Tree and Project Wild
6. Izaak Walton League
7. Soil and Water Conservation Districts (92)
8. Hoosier Environmental Council
9. Indiana Department of Environmental Management

EAGLE CHALLENGE

BEGIN NOW to organize an EAGLE program for your school. Take advantage of the outstanding ideas, programs, and resources in this publication, or create your own activities programs.

TAKE PRIDE IN AMERICA

Although the

Take Pride in America

program is gone, we can still

Take Pride in Indiana!

This program recognizes individuals and groups for outstanding projects and/or awareness efforts that manage, protect, or preserve environmental, cultural, or historical resources within Indiana.

THIS PROGRAM IS JUST GETTING STARTED...
So if you're interested in receiving information about this recognition program, please let us know!

❑ Yes! I would like to receive an information packet for this program.

Name: _____
Title (if applicable): _____
Address: _____
City: _____ State: _____ Zip: _____
Daytime phone: (____)_____

53

Please return this slip to:
Georgia O'Malley, Planner
IDNR Division of Outdoor Rec.
402 W. Washington St., Room W271
Indianapolis, IN 46204

EAGLE PLEDGE

I pledge to become an **Earth Guardian** for our home. As a guardian for the **Earth**, I will take care of my health. I will watch over the water, wild and domestic animals, wild flowers, trees, air, soil, birds, snakes, and other precious resources. When I observe these animals, plants, and resources being abused, I will either call the proper authorities or, take a stand immediately to stop the abuse.

I pledge to take time to visit, and observe the streams, lakes, ponds, trees, flowers, rocks, soil, and wildlife in my community. I will take time to listen to the wind, to smell a beautiful flower, to see the beauty in a forest or in my backyard, to feel the coolness of water in a lake or a stream and to taste the sweetness of a fresh apple or a wild blackberry. I will make certain to leave only footprints when I visit a wild area.

I pledge to do everything in my power to help make the **Earth** a better place to live for all types of life; the plants, the animals, the children, and the adults. I will take responsibility for all the resources I use each day, month, and year. I will take care of my bicycle, clothing, pets, and personal items. I will also teach my parents, brothers, and sisters to help take care of **Earth's** resources, and I will encourage them to take care of their health.

I pledge to teach others that we are part of the **Earth**, and that **Earth** is a part of each of us. I will teach others to not abuse the **Earth**, for it is the home for present and future wild animals, plants and humans. I will teach others that we make a difference when we recycle, improve wildlife habitats, prevent soil erosion, plant a tree, take care of our pets, guard our streams and waterways, conserve energy, and eat nutritional food.

_____

EARTH GUARDIAN MEMBER

THE STREAM

I kneel beside a flowing stream
I look and think, think and dream.

I dream about the wondrous day
When death and suffering go away.

When air is clean, and water clear
I'll look outside and see a deer.

An eagle soars high above
And all around are things I love.

My dream fades as I look in the stream
In the water is a six-pack ring.

I see a fish, belly up
And farther down, a paper cup.

My heart tells me, if we work together
We can make the world much better.

I pick up the ring, and the paper cup
And bury the fish, belly up.

Written by Christine Morris
Seventh Grade Earth Guardian
Peachtree City, Georgia

INDIANA

LAND of INDIANS

In search of a home and freedom
Their spirits led them here
To the streams and wild rivers
To the beaver, fox, and bear.

Lived in total harmony
With the water and the land
Took only what was needed
Here they took a stand.

Their families were united
So strong and so true
Their love was long lasting
They prospered and they grew.

Many tribes found their way
To this new wilderness
They loved the beauty of the land
Discovered true happiness.

This new land of Indians
With new homes and spiritual source
Brought the dreamers and warriors
To new power, beauty, force.

Potowatomi, Kickapoo, Munsee
Delaware, Wyandot, Shawnee
Miami, Wea, Piankashaw
And the invading Iroquois.

Indiana, so wild, so free
Giant forests touched the sky
Shared the rain and sunshine
With the beaver and osprey.

Native Americans adapted well
The earth, their mother
Left only footprints on earth
The eagle was their brother.

Loved their families dearly
Each child, a delight
Special names were given
Little Fawn, Red Hawk, Star Bright.

The women were guardians
When family needs intensified
Kept the gardens, children, fires,
Families grew strong and unified.

The men would hunt and fish
Learned the skills to survive
Fought as warriors when invaded
Trying hard to stay alive.

The tribes lived peacefully
Near the lakes, forests, streams
Shared stories around camp fires
Under star filled sky, moon beams.

Communicated with the wind
The water, plants, and trees
Special prayers to their creator
Were carried with the breeze.

Thousands of Indians lived here
They lived so brave and pure
Until they were visited
By the French Voyageur.

These fur traders in canoes
Brought new goods this way
Muskets, knifes, traps, and rum
How could the natives pay?

They paid by trapping beaver
A good portion of their life
Brought back beaver pelts
For a musket, rum, and knife.

The native families weakened
They were no longer strong
It was easy to move them
Freedom would soon be gone.

How could the rivers fail them?
The land of beaver, gone!
The families, now divided
The voyageurs went home.

Who're those strangers coming?
With horses, wagons, plows
Forced Indians off their land
To plant seeds and raise cows.

Soldiers came to Indiana
After treaties took the land
From the tribes who came for freedom
For awhile, they took a stand.

Tribe by tribe, they disappeared
To Kansas, so far way
Loved ones buried in the soil
They cried so hard to stay.

What we did was cruel
To the Potowatomi and Shawnee
And the other Indian tribes
Who came here to be free.

Listen carefully to the wind
Hear their cries of pain
These wind cries will teach us
To never do this again.

Native Americans are back in force
5,000 are here today
They represent over 300 tribes
Sent here to lead the way.

They are a force united
Throughout this Indian state
Fighting for recognition
With love, not with hate.

You can feel the spirit
Of those who came and died
And the natives who returned
They will not be denied.

Don't take freedom lightly
Give it your best try
Or it will disappear
In the blink of an eye.

Written by Joe Wright
(Grey Eagle)
Office of Program Development
Indiana Department of Education

You Can Make A Difference

You can make a difference
In everything you do
For our precious planet
So beautiful and blue

Walk softly on the planet
Leave no wounds or scars
Teach the children to value
The plants, the soil, the flowers

The flowers, trees, and wildlife
Need your loving touch
Especially the children
Who depend on you so much

Hear the Earth cry
Take a stand for action
Leave only footprints
And waves of interaction

Written by Joe Wright
(Grey Eagle)
Office of Program Development
Indiana Department of Education

Policy Notification Statement

It is the policy of the Indiana Department of Education not to discriminate on the basis of race, color, religion, sex, national origin, age, or handicap, in its programs or employment policies as required by the Indiana Civil Rights Act (I.C. 22-9.1), Title VI and VII (Civil Rights Act of 1964), the Equal Pay Act of 1973, Title IX (Educational Amendments), and Section 504 (Rehabilitation Act of 1973).

Inquiries regarding compliance with Title IX may be directed to the Human Resources Director, Indiana Department of Education, Room 229, State House, Indianapolis, IN 46204-2798, or to the Director of the Office of Civil Rights, Department of Health and Human Services, Washington, DC; **Dr. Suellen Reed, State Superintendent of Public Instruction.**

PRINTED ON RECYCLED PAPER